PROPOSED MINUTES

P-20 Longitudinal Data System Advisory Council
June 6, 2013, 1:30 – 4:00 p.m.
Michigan Library and Historical Center- Lake Superior Room

Council Members Present:	James Dwyer - Higher Education
	Amy Fugate - Community Colleges
	Toni Glasscoe - Community Colleges
	Jeffery Guilfoyle - General Public
	James Gullen - Public Schools
	Kristina Martin - Public Schools
	Michelle Ribant - Public Schools
	Laura Schartman - Higher Education
Council Members Absent:	Leena Mangrulkar - Public Schools
	Glenna Schweitzer - Higher Education
	John Summerhill - Public Schools
Ex Officio Members Present:	Glenn Gorton - DTMB
	Dave Judd (Joseph Martineau's alternate) - MDE
	Robbie Jameson - SBO
	Anne Wohlfert - Treasury
Ex Officio Members Absent:	Christine Quinn - BWT
	Karen Roback - ECIC
CEPI Representatives:	Trina Anderson
	Paul Bielawski
	Melissa Bisson
	Tom Howell
	Mike McGroarty

I. **Welcome** – Tom Howell (Center for Educational Performance and Information (CEPI))
- The meeting was called to order at 1:37 p.m. with a welcome by Tom Howell. Tom introduced himself and then the Council introduced themselves.

II. **Prior Meeting Minutes** – Tom Howell
- An overview of the minutes from the prior meeting held on March 7, 2013 was provided:
  - **U.S. Department of Education Site Visit**
    - The U.S. Department of Education (USED) supported Michigan's efforts to build the statewide longitudinal data system and the grant officer came for a site visit. There were conversations with stakeholders from PK-12, postsecondary and workforce. USED later provided an evaluation in a report.
      - Strengths: 1) Intermediate School District partnerships, 2) bringing various stakeholders to the table early, 3) the Michigan Consortium for Educational Research for building research capacity and understanding our postsecondary data, 4) early childhood county initiatives and having an Office of Great Start, 5) MI School Data portal usability, 6) project documentation, 7)

governance structure and 8) postsecondary working collaboratively without a higher education authority.

- Areas for improvement: 1) continue workforce connections, 2) use tools to aid in adequate metadata, 3) across-state K-12 data sharing to report student completion, 4) funding sustainability apart from grant, 5) faster progress with early childhood and 6) improve professional development training/support.

- **E-Transcript Surcharge Update**
  - Melissa Bisson recapped on what the Michigan e-Transcript Initiative's challenges are; some high schools are charging their students to send transcripts. The Council recommended that CEPI contact these schools to determine why they are charging and to explain the benefits. Several schools removed the fee as a result of these outreaches. The Council was pleased with the outreaches and encourages CEPI to continue to work with high schools as issues like this arise.

- **MSLDS**
  - Mike McGroarty presented that version 3 of the Common Education Data Standards (CEDS) was released in January 2013 and recapped what CEDS is. This is an essential step at the national level to help ensure we are defining things the same way when moving across systems and sectors. Institutions will be able to map their local data systems to CEDS and then use that as a bridge to create maps and connections to other systems that are mapped to CEDS.
  - Version 3 has data element additions for early learning, K-12 and postsecondary and expands into adult education, workforce and Race to the Top assessments.
  - CEPI mapped our postsecondary data to CEDS and is doing that map-checking process for all PK-12 data from now on.
  - CEDS has two user tools: 1) CEDS ALIGN (a user can load an organization's data dictionary to compare it to CEDS and/or dictionaries of others) and 2) CEDS CONNECT (a user can find and create "connections" from unit-level data variables to practical applications across the P-20 environment).

- **Early Childhood**
  - Jeremy Reuter provided an update on the early childhood data system grant, which builds on the Race to the Top grant to construct a longitudinal data system that coordinates with an early childhood system for $22 million over 3.5-4 years.
  - The goal of the system is to link data from early learning to other data (e.g., health and human services) to understand education outcomes and readiness. Grant recipients should be named in June 2013.
  - The Council provided guidance to perhaps use this Council as a governance body for this work, if needed.

- **Early Childhood and K-12**
  - Dave Judd discussed the new statewide online Kindergarten Entry Assessment (KEA). Legislation provided $3.25 million to implement it, which must include online data entry and integration/link with the P-20 longitudinal data system.
    - KEA will assess five domains: 1) math, 2) language/literacy, 3) approaches to learning, 4) social/emotional development and 5) physical well-being/motor development.
  - There is a transition to consortiums to help share online assessment costs. Examples include the Smarter Balanced Assessment Consortium, the Dynamic Learning Maps and the World Class Instructional Design and Assessment Services Supporting English Language Learners through Technology Systems.
  - The goal is to have the Common Core State Standards be online.

- There are challenges to moving from paper-based assessments to online assessments. Some of these challenges are related to technology readiness. Examples include: 1) device readiness, 2) speed/capacity and 3) reliability.

  - **K-12**
    - Jill Kroll discussed the data needs for Career and Technical Education (CTE) educators:
      - States must report on indicators of CTE student performance according to the Carl D. Perkins Act of 2006, which includes: 1) Reading, 2) Math, 3) CTE skill proficiencies aligned with industry-recognized standards, 4) High school completion, 5) Placement in postsecondary education, advanced training, employment or military service and 6) Employment in fields of non-traditional for the student's gender.
      - Perkins Version 5 adds more reporting for postsecondary enrollment such as enrollment in the second quarter following graduation and who amongst these students found employment or not. Reporting on earnings has also been added. Perkins provides suggestions on how to collect employment data, such as state unemployment insurance reports, wage record interchange system and the federal employment data exchange system.
    - The CTE reporting challenges for Michigan include: 1) connecting to workforce data accurately without the use of the social security number and 2) collecting data on progress of CTE students throughout the program without common credit assignments.
    - The P-20 to workforce data connection is important to CTE, as students who are not found via the current survey follow-up method are considered "not placed", and success is defined by a placement rate.

  - **Postsecondary**
    - Chris Baldwin briefly discussed the reverse transfer grant; Credit When It's Due:
      - Michigan applied for a grant to help more students who have transferred from community colleges to universities complete their associate degree. The grant is designed to encourage partnerships between community colleges and universities to expand programs that award associate degrees to transfer students when the student completes the requirements for that degree while also pursuing a bachelor's degree.
      - All Michigan community colleges and public universities will participate in a cohort study to collaboratively provide the data on transfer students.

- Tom Howell asked for the motion to approve the minutes.
- A motion to approve the minutes was made by Laura Schartman.
- The motion was seconded by Toni Glasscoe.
- The minutes of the meeting held on March 7, 2013 were approved by unanimous consent of the Council.
- Tom Howell briefly covered the agenda for this meeting and the discussion topics.

III. **Workforce: 2013 Governor's Economic Summit: "Setting the Stage" for Future Collaboration –** Jacqui Mieksztyn (Michigan Economic Development Corporation)

- Jacqui began by discussing her role at the Michigan Economic Development Corporation, which is to oversee college attraction and retention.
- The Governor's Economic Summit was the first of its kind and held on March 18-19, 2013 in the Cobo Center in Detroit. The summit, titled "Collaborate. Create. Connect." supported efforts to match Michigan's workforce with the needs of its employers over the coming years and identified opportunities for more robust regional collaboration. It was a "regional follow up plan" to create a framework for regional groups and a statewide steering team to share best practices in workforce and talent. Attendees discussed next steps on how industry can be better aligned and collaborate with education sectors and learn how to connect. It brought people together to see how they can tackle issues on talent in their regions.
- As a result, the education community will use these topics and themes to drive the Education Summit in April 2014.
- Companies have difficulty knowing how to plan ahead for the next five years. We need to know the demand side but also the supply side and who will be in the pipeline.

    - The Council discussed the need for employers and colleges to become more aligned regarding talent demand and the need for colleges to produce degrees.

IV. **Workforce: Workforce Longitudinal Data System** – Vern Westendorf (Workforce Development Agency)

- Vern began by discussing the purpose of the Workforce Longitudinal Data System (WLDS). The WLDS is a 3-year grant from July 2012 – June 2015 and has goals of:
    - Enabling workforce data to be matched with education data.
    - Providing information about program operations and analyze the performance of education training programs.
    - Providing user friendly information to consumers to help them select the education and training programs that best suit their needs.
- The WLDS will connect data sets from:
    - Adult Basic Education Records
    - TANF and SNAP Work Participation Records
    - Wagner-Peyser Records
    - Trade Adjustment Assistance Records
    - Workforce Investment Act Records
    - Unemployment Wage Records
    - Unemployment Benefit Records
- Once these are connected, the Michigan Statewide Longitudinal Data System can be leveraged to connect education data. Labor market information can also be connected.
- It is important to note that data is not being "pulled in"; rather, it is being "connected."
- MichiganWorks! Sees 500,000-600,000 Michigan residents come through each year, which is under Wagner-Peyser. These are residents who seek help finding a job in Michigan.
- The data can be provided to various stakeholders such as the Governor, employers, taxpayers, parents, policymakers, students, teachers and academia.
- There are vast possibilities of questions we could answer from this data connection such as:
    - How much do graduates of a particular college or program earn after 5 years?
    - Do high school GPA scores affect post wages of those who attain an associate's degree?
    - For dislocated workers, who received training in a particular area, how long did it take to reach their pre-layoff salary?

- Vern then provided a sample report from Kentucky (one of the states to receive the grant in the first round) and how their "UIC" matched graduates' median wages by credential level five years after graduation.
- The current status of the WLDS is:
  - UIC matching with workforce data sets with goal of automated UIC matching at enrollment.
  - Data governance team is being formed with defined roles/responsibilities.
  - Development of core questions to be answered with the connected data with input from state partners, employers, taxpayers/parents/students for Governor Snyder's approval.

    - The Council discussed that data is not being pulled in; rather, it is being connected by an identifier. Currently the student Unique Identification Code (UIC) is being used to connect PK-12 education data with postsecondary education data. This UIC connection can also be used to connect with these workforce training programs. However, the labor market information cannot be linked by the UIC, as this matching process to link the records needs certain data elements, which the labor market data sets do not have. Michigan does not collect the Social Security Number for students, and this is limiting that connection.

    - The Council discussed as a possible solution that Michigan should have a Central Identification System to be able to connect various datasets. A member suggested that the Council develop a policy/position statement to the Director of the Department of Technology, Management and Budget supporting a government priority on a system such as this.
      - Tom Howell asked for the motion to support writing a statement.
      - A motion to support writing a statement was made by Robbie Jameson.
      - The motion was seconded by Toni Glasscoe.
      - The writing of a statement of support was approved by unanimous consent of the Council.
      - CEPI will draft the letter for the next meeting for Council approval.

V. **Postsecondary: Student Mobility in Postsecondary Education and Related Activates Among Michigan Colleges and Universities** – Chris Baldwin (Michigan Center for Student Success)
- Chris began by discussing the main objective in sharing this information; to get the Council thinking in a more sophisticated way about student mobility among colleges and universities. Doing a report on vertical transfer from a community college to a university is helpful, but that is only part of the story.
- The first half of the presentation provides hard data about the mobility trends nationally.
- The second part focuses on how Michigan institutions are working together to streamline different aspects of the mobility picture. There are places where CEPI can add specific value over time providing statewide reporting on things like the transfer of core courses or the preponderance of reverse transfer.
- In the end, if policymakers are going to be looking to CEPI to provide data for accountability purposes it is critical that the council and CEPI staff have a better sense of the nuances of these issues so they can collect the right data elements and produce reports/analyses that tell a complete story.
- Chris showed National Student Clearinghouse (NSC) student mobility reports:
  - One report showed that overall; the U.S. had 45% of its 4-year college degrees going to students with previous community college enrollment. In Michigan, we are at 42%. Chris mentioned that it would be great to replicate this study in Michigan using CEPI data.
  - Another report showed that students who transfer from a community college to a 4-year institution do well, with 60% completing a bachelor's degree and 71% of those students transferred with an associate's degree, while 55% did not.

- o Another report showed that one-third of students enroll in a different institution within five years before earning a degree. Moreover, of these students, one-fourth transfer more than once, suggesting that transfer and mobility are prevalent.
- Key takeaways from these reports:
  - o One-third of all students transfer at least once within five years – one half of the average institution's enrollments.
  - o Of those who transfer:
    - ▪ The most prevalent destination was a public community college (43%).
    - ▪ One-fourth of mobile students transfer or move more than once.
  - o Without complete information on student enrollment pathways it is impossible to develop policies that will lead to desired outcomes.
  - o Stop misclassifying as failures those students who persist or complete beyond the starting institution.
  - o Sound institutional and state enrollment management efforts demand clear understanding of the enrollment pathways of students, including before they enter and after they leave an institution.
  - o Reporting is a lot more complex than staring at one institution and finishing there.
- Chris then focused his discussion on the Michigan activities to streamline transitions and improve our understanding of student enrollment pathways:
  - o A committee has been formed to develop a process to improve the transferability of core college courses between community colleges and public universities on a statewide basis.
  - o The new Michigan Transfer Agreement (MTA) is designed to establish a block of courses that will transfer between all institutions to help promote credential attainment.
  - o The Credit When It's Due (Reverse Transfer) grant encourages partnerships of community colleges and universities to expand programs that award associate degrees to transfer students when the student completes the requirements for the associate's degree while pursuing a bachelor's degree.
  - o The Michigan Project Win-Win is designed to identify "near completers" and work with them to grant degrees that they may be eligible for or assist potential graduates to complete requirements for their degree. The students are searched for in the NSC to help ensure the student is not enrolled elsewhere and have met a 50 credit minimum. As of 2013, at least 1,323 students are eligible for a degree and nearly 7,000 are potentially eligible out of only 9 Michigan community colleges.

    - ▪ The Council discussed their excitement for the initiatives underway and the increasing partnerships forming by Michigan's colleges and universities to help students seamlessly transfer, persist in college and earn a degree.

    The Council recessed for a 10 minute break at 3:15 p.m.

VI.   Postsecondary: Review of Current and Future Reports – Trina Anderson (CEPI)
  - ▪ Time was running out so Trina did not provide the review.

VII.   Postsecondary: MI School Data Demo – College Undergraduate Enrollment Report – Paul Bielawski (CEPI)
  - ▪ Time was running out so Paul did not provide the demo.

VIII.   Early Childhood: Grant Update – Jeremy Reuter (Office of Great Start)
- Jeremy had no updates at the time of this meeting regarding the early childhood planning grant.

- The federal Race to the Top learning challenge grant was released for public comment for the next two weeks. The Office of Great Start would like to apply for this grant.
- The grant is for $50 million and Michigan asked for $18 million the first time this grant was available, but was not awarded the grant. That figure and application will be leveraged again when submitting this round.
- Jeremy encouraged the P-20 Advisory Council to make use of the public comment period and reinforced that the Council's perspective is valuable and should be shared.

  - The Council members encouraged each other to provide feedback during the public comment period.

IX. **K-12: Professional Development for MI School Data** – Kristi Martin (Macomb Intermediate School District) and Connie Morse (CEPI)
- Kristi began by thanking the Michigan Department of Education, Information Technology, CEPI, President's Council-State Universities of Michigan, Michigan Community College Association and Office of Great Start for help in developing the professional development and user support strategies, which are:
  - Marketing/Awareness
    - Presentations
    - Bulletins
    - Handouts
    - Education networks
    - General marketing
  - Online support
    - "About This Report" documents:
      - What It Means = written for the general audience with or without educational data/definition background.
      - Why It Matters = written from a question/answer standpoint so users can locate a common question and determine how to navigate the report to get the answer.
      - About The Report = written for "data folks" regarding where the data came from and how it was collected.
    - Help desk
    - Online resource room
      - Tutorials/How-Tos (3-5 minutes long)
      - Announcements for things such as new data available and a training calendar
      - Tools for presenters and marketers
      - Research on published reports and how to access researcher data
      - How to acquire secure access
      - Educator forum
      - Favorites and tips
  - Educator training
    - Conferences tailored to audience needs
    - Report- and Task-driven "just in time" trainings
    - Regional liaisons to serve as "train the trainers" and networks
- The goal is to get users aware of the MI School Data education portal (www.mischooldata.org) and then have support and help on how to use it. The key is data utility.

  - The Council appreciated seeing the MI School Data site and all of the resources available. Some members discussed having Kristi and Connie come to their colleges to promote the site and offer training.

X.   Roundtable and Closing
- ▪ The Council discussed the importance of following transfer students throughout their education pathways to get a better idea of how successful these groups of students are. Once a university accepts transfer students, these students do not get included in traditional reports, so it is easy to lose this population when looking at student success.

- Tom Howell thanked everyone for their contributions.
- The next meeting is scheduled for October 3, 2013.
- 3:59 p.m. meeting adjourn.